8:Krader & Wayne E-4 (no date) 1955 RQ2 Kazak RQ2
Kazakhstan RQ1

KN 874 [939] There are trade schools whose courses include on-the-job training; these run through the seventh year. In addition there are schools for the physically handicapped. Beyond the middle schools there is a system of technicums, or technical schools, which supply training in such fields as agronomy, zoological technology, medical knowledge (or advanced practical nursing), and pedagogy. More advanced education is given in the higher educational institutions, called VUZ, which KN 873 are the equivalents of colleges and universities. There is, however, only one university proper in Kazakhstan, in Alma-Ata; it gives training through the doctorate in many fields.

KN 874 Beside these formal educational establishments, there are many correspondence courses run by the schools. Some extension work is done among farmers, but this is one of the weakest points in the entire KN [665] Soviet system of education and agriculture. The Party schools prepare leaders and agitators (see Chapters 6 and 8).

PRIMARY AND SECONDARY EDUCATION

KN 873 [873] The pattern observed in the higher scientific and educational fields is also found at the lower school levels. The number of Kazakhs attending school is smaller than their ratio to the population as a whole would warrant. The percentage of Kazakh children in the primary and secondary schools is, however, somewhat higher than the 20 per cent of Kazakhs K 873 [873] in the advanced educational establishments. This means that the proportion of Kazakhs receiving education, which is low to begin with, decreases as one goes up the educational ladder.

In 1927, when the Kazakhs composed about 57 per cent of the population of Kazakhstan, 30 per cent of the children in school were Kazakh (see Table 18); apparently the Kazakhs were underrepresented in the schools at the beginning of Sovietization. In 1939, the Kazakhs constituted approximately 43 per cent of the total population of their republic; this ratio probably has decreased since 1939 to about 38 per cent. In 1946, however, only 30 per cent of the children in primary school were Kazakh.

The 1930 law making school attendance compulsory through the first four years accounts for the great increase in the number of children in school between 1930 and 1933. The increase between 1940 and 1951 reflects the extension of compulsory schooling through the seventh year of school. A slight decline followed the initial advance after the passing of each of these laws. The 1930 law had the immediate effect of increasing the number of Kazakh children in school to 40 per cent of the total school population. This proportion was not maintained; in the following decade the proportion of Kazakhs dropped to the 1927 figure of 30 per cent. Similarly, after the 1950 law the total number of children in school increased to 1,346,000 in 1952; by 1954 this total had dropped to 1,200,000.

KN [563] The Soviet regime seems to have adopted a policy whereby it will make provision for no more than 30 Kazakh children out of every 100 children in school in Kazakhstan. This is inferred from the proportion